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INFORMATION REPORT

PREPARED AND DISSEMINATED BY

CENTRAL INTELLIGENCE AGENCY

COUNTRY

China

25X1A2g

SUBJECT

Educational System

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SOURCE

CPYRGHT

1. "How does one say 'good-bye' to a country where one has lived for many years, to people that have become friends? In these years many contacts have been made, some of which are very close to one's heart. Taking leave of these people, especially when they happen to be Chinese, is a difficult task.
2. "I was a teacher, and the problem of leaving my pupils behind in Communist China was hard to cope with emotionally. When the Red authorities proclaimed that I and many others 'no longer suitable for teaching because of improper, erroneous ideology and adherence to the Anglo-Saxon culture,' the pupils were bewildered.
3. "Foreign teachers and foreign languages are not permitted nowadays in China, the only exception being for the Soviet instructors, who arrive from the USSR and whose chief task is to 'alter and improve the mentality of the backward Chinese children.' Chinese children are sensitive and receptive, very bright and quick in the uptake, and interest and attention by a teacher is much appreciated. When they heard of the dismissing of their foreign teachers, they were deeply hurt and tried to show their lasting friendship by coming to the teachers' homes with various little gifts, tokens of appreciation, such as delightful pieces of delicate embroidery, delicious Chinese cakes, or perhaps a poem written on a scroll in fine Chinese characters. But gradually these visits grew rare, and finally some of them explained that they had to discontinue seeing their teachers, as their contact with 'undesirables,' if reported to the new school administration, would cause them serious trouble.
4. "The children's mentality was in a turmoil. For years they had had complete trust and confidence in their teachers. But the new instructors started by disparaging everything they had been taught and the children found this adjustment very difficult. For the majority it was a period of acute mental confusion, and this confusion was even more marked in their homes, for the new teachers urged them to disregard their parents' advice and authority and to 'assume a highly critical attitude to their elders.' In the State University, where a friend was lecturing, the students were in an even worse state of bewilderment.

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one
 Their old and much respected Chinese professors had 'disappeared' after the other, and when the students tried to contact them in their homes, they were not to be found. Subsequently it was disclosed that they had been arrested and accused of spreading 'wrong and harmful ideas.' The fate of these respected Chinese scholars, a large number of whom had studied abroad and were graduates of US and European universities, is unknown. The Soviet method of 'disappearance' is widespread in Red China and the system of espionage being in force, it is dangerous to make inquiries; new propagandists arrive from the USSR and many of the newcomers, although of Chinese origin and appearance, could hardly speak their country's language, having been educated and brought up in the USSR. Their main task was to instruct the 'young Chinese candidates to professorship' in the art of propaganda and to organize 'cadres' of Communist agitators among the children. The textbooks introduced by them are filled exclusively with political material, lauding the Red regime and deprecating the old style of life in China, and in addition, instilling hatred towards everything English or US. In fact, these textbooks are only a slight variation of those used in the schools of the USSR.

5. "There were sad talks with some of the parents, who spoke of their grievance against the 'new trend,' causing their children to act disrespectfully towards them, and to disparage the old family traditions and customs. In China, where ancestors' worship and the deepest respect for one's parents was the cornerstone of the country's moral structure, this new attitude of the children is particularly deplorable. The Communistic ideas, adaptable to the highly emotional and unstable Soviet disposition (as witnessed by me) do not fit into the long-established, sound pattern of Chinese family life, and the inculcation of these ideas into the mentality of Chinese children is a devastating process, which undermines the foundation of their lives, and introduces much that is at variance with their normal way of life."

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